

Grades K-2 Writing Rubric East Aurora UFSD

| Component | Experienced/Skilled | Developing | Beginning | Emerging |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ideas/Content <i>The heart of the writing piece</i> | <input type="checkbox"/> Topic defined but may be broad <input type="checkbox"/> Ideas/information clear <input type="checkbox"/> Details support topic and remains focused throughout the piece | <input type="checkbox"/> Topic beginning to be defined <input type="checkbox"/> Ideas/information relate to topic but may be simple <input type="checkbox"/> Details support topic with simple examples | <input type="checkbox"/> Topic is attempted but may be unclear <input type="checkbox"/> Ideas/information unrelated to topic <input type="checkbox"/> Few details with little explanation | <input type="checkbox"/> Lacking topic/focus for writing <input type="checkbox"/> Lacking ideas/information <input type="checkbox"/> Details missing |
| Organization <i>The structure and framework of writing</i> | <input type="checkbox"/> Solid lead and conclusion <input type="checkbox"/> Maintains focus with effective sequencing and pacing <input type="checkbox"/> Logical or predictable transitions <input type="checkbox"/> Effective organization (beginning/middle/end or introduction/body/conclusion) that enhances readability | <input type="checkbox"/> Lead and conclusion present but do not grab the reader's attention <input type="checkbox"/> Sequencing present but pacing may be ineffective <input type="checkbox"/> Common transitions <input type="checkbox"/> Organization is consistent throughout the piece | <input type="checkbox"/> Lead attempted but unclear; conclusion may be missing <input type="checkbox"/> Sequencing attempted but ineffective/illogical <input type="checkbox"/> Transitions are repetitive or ineffective <input type="checkbox"/> Organization attempted but may be confused or inconsistent | <input type="checkbox"/> Lacking lead and conclusion <input type="checkbox"/> Lacking a clear sequence <input type="checkbox"/> Lack of transitions <input type="checkbox"/> Lack of organization |
| Voice <i>The way the writer brings the topic to life and captures the reader</i> | <input type="checkbox"/> Reader/writer connection attempted; voice present but developing | <input type="checkbox"/> May attempt to engage the reader through use of punctuation and word choice; may be more apparent in oral reading of the piece than in the writing | <input type="checkbox"/> May experiment with voice but is inconsistent or ineffective | <input type="checkbox"/> Lacks an understanding of voice in writing |

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| Word Choice <i>The specific vocabulary the writer uses to convey meaning</i> | <input type="checkbox"/> Words enhance the meaning <input type="checkbox"/> Use of descriptive and/or figurative language | <input type="checkbox"/> Meaning is conveyed through use of simplistic words <input type="checkbox"/> Descriptive language may be repetitive | <input type="checkbox"/> Use of words may be confusing and hinder the meaning <input type="checkbox"/> Inconsistent or ineffective use of descriptive language | <input type="checkbox"/> Ineffective use of words makes meaning unclear <input type="checkbox"/> Lacking descriptive language |
| Sentence Fluency <i>The way the words and phrases flow throughout the text</i> | <input type="checkbox"/> Varied sentence structure and beginnings <input type="checkbox"/> Can be read aloud easily | <input type="checkbox"/> Basic sentence structure present <input type="checkbox"/> Can be read aloud with some bumps | <input type="checkbox"/> Use of sentence structure inconsistent; may include run-ons or fragments <input type="checkbox"/> Difficult to read aloud without assistance from the writer | <input type="checkbox"/> Little understanding of sentence structure <input type="checkbox"/> Lack of sentence structure makes writing unreadable |
| Grammar/Mechanics <i>The mechanical correctness of the piece</i> | <input type="checkbox"/> Sight words spelled correctly; mistakes when taking risks in spelling <input type="checkbox"/> Ending punctuation and beginning capitalization correct | <input type="checkbox"/> Spelling phonetic, demonstrating an understanding of blends and word families; some errors are present <input type="checkbox"/> Some errors in ending punctuation and beginning capitalization | <input type="checkbox"/> Use of inventive spelling; beginning and ending sounds present and a vowel in every word <input type="checkbox"/> Many errors in ending punctuation and beginning capitalization | <input type="checkbox"/> Use of inventive spelling with no discernable pattern <input type="checkbox"/> Little use of capitalization or punctuation |